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ABSTRACT

In 1989, a survey was conducted of all 266 students who had received an associate degree or certificate from Howard Community College (HCC) during fiscal year 1988. The purpose of the study was to evaluate programs and student services in the community colleges by collecting and analyzing data on the experiences and various outcomes of the colleges' graduates. Major findings, based on a 50% adjusted response rated, were as follows: (1) 95% of the respondents indicated that they had achieved their most important academic goal either completely or partly; (2) in ratings of various aspects of the college, the overall quality of the college, the quality of classroom instruction and math skills improvement received the highest positive responses; (3) 64% of the respondents who entered HCC with a goal of preparing for transfer achieved their goal within one year of graduating; (4) at their transfer institution, 88% of the respondents were enrolled in the same or a related field as their program at HCC, and 62% reported a grade point average of 3.0 or higher; (5) 86% rated HCC's transfer preparation as good or very good; (6) 95% reported having achieved their employment goals within a year after graduating from HCC; (7) over 75% of the employed respondents were working in the same or a related field as their HCC program; and (8) 17 out of 36 employers of 1988 graduates responded to a follow-up survey, and all rated HCC graduates as good or very good in their ability to learn. The graduate and employer survey questionnaires are attached. (JMC)

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Howard Community College

FOLLOW-UP OF 1988 GRADUATES

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JULY 1990

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HOWARD COMMUNITY COLLEGE
FOLLOW-UP OF 1988 GRADUATES

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Table of Contents

Page

SUMMARY OF SELECTED FINDINGS vi

1.0 DEGREES AWARDED AND DEMOGRAPHIC COMPARISONS 1

1.1 Demographic Comparisons 2
1.2 Program Comparisons 5

2.0 ALL GRADUATES 6

3.0 ALL SURVEY RESPONDENTS 10

3.1 Respondent Comments 16

4.0 TRANSFER RESPONDENTS 17

5.0 EMPLOYED RESPONDENTS AND THEIR EMPLOYERS 21

5.1 Employer Ratings 25

APPENDIX A: GRADUATE SURVEY QUESTIONNAIRE A-1
EMPLOYER SURVEY QUESTIONNAIRE A-1

LIST OF RECENT RESEARCH PUBLICATIONS 27

List of Tables

Table 1. 1988 HCC GRADUATES: A PROFILE 2
Table 2. CURRENT WORK/EDUCATION STATUS 10
Table 3. PERSONAL DEVELOPMENT WHILE AT HCC 13
Table 4. TRANSFER GPA INTERVALS 18
Table 5. MEAN ANNUAL INCOME BY PROGRAM AREA 24

List of Charts

Chart 1 GRADUATES AND AWARDS 1
Chart 2 GRADUATES BY GENDER 3
Chart 3 GRADUATES BY AGE 3

Table of Contents (continued)

		Page
Chart 4	GRADUATES BY MINORITY/NON-MINORITY STATUS	4
Chart 5	GRADUATES' PROGRAM TYPE	5
Chart 6	GRADUATES IN TRANSFER AND GENERAL STUDIES PROGRAMS	6
Chart 7	GRADUATES IN CAREER PROGRAMS	7
Chart 8	CREDITS EARNED AT HCC	8
Chart 9	CUMULATIVE GPA EARNED AT HCC	8
Chart 10	GRADUATES' ENTRANCE GOALS	9
Chart 11	MOST IMPORTANT REASONS FOR ATTENDING HCC	10
Chart 12	ACHIEVEMENT OF MOST IMPORTANT GOAL	12
Chart 13	PERSONAL DEVELOPMENT	13
Chart 14	RATING OF COLLEGE SERVICES AND PROGRAMS	14
Chart 15	WOULD GRADUATES DO IT AGAIN?	15
Chart 16	TRANSFER GOAL ACHIEVEMENT	17
Chart 17	TRANSFER COLLEGE	17
Chart 18	RELATIONSHIP OF HCC PROGRAM TO PROGRAM AT TRANSFER COLLEGE	18
Chart 19	CREDITS TRANSFERRED	19
Chart 20	RATING OF TRANSFER PREPARATION	20
Chart 21	EMPLOYMENT GOAL ACHIEVEMENT	21
Chart 22	RATING OF EMPLOYMENT PREPARATION	21
Chart 23	EMPLOYMENT LOCATION	22
Chart 24	WHEN PRESENT JOB BEGAN	22
Chart 25	RELATIONSHIP OF HCC PROGRAM TO CURRENT JOB	23
Chart 26	GROSS ANNUAL INCOME FROM FULL-TIME EMPLOYMENT	24
Chart 27	EMPLOYERS' ASSESSMENT OF MATCH BETWEEN HCC EDUCATION AND JOB REQUIREMENTS	25
Chart 28	EMPLOYER RATINGS	26

SUMMARY OF SELECTED FINDINGS

In the spring of 1989, a survey of all students who received an associate degree or certificate from Howard Community College (HCC) during fiscal year 1988 was conducted in cooperation with the Maryland State Board for Community Colleges (SBCC). The purpose was to evaluate programs and student services in the community colleges by collecting and analyzing data on the experiences and various outcomes of the colleges' graduates.

The study asked 1988 graduates to respond to questions about goal achievement, personal development, transfer success, student satisfaction, and current educational and employment status. The data collected by the survey was merged with college maintained information about all 1988 graduates, such as entrance status and goals, academic performance and demographic information.

ALL GRADUATES

In 1988, 226 associate degrees and 48 certificates were awarded to a total of 266 graduates at HCC. Forty-six percent of all graduates were in transfer programs, with Business Administration being the most popular. As in previous years, Nursing continued to be by far the most popular program among the 56% of graduates in career programs.

Seventy-three percent of 1988 graduates earned 46 or more credits at HCC, and 65% earned a GPA of 3.0 or higher.

The most prevalent personal goal these graduates had upon entering HCC was transfer to a four year institution (62%). Equal numbers of graduates (29%) wanted to pursue an AA degree or certificate, while 23% were interested in taking courses.

GRADUATES RESPONDING TO SURVEY

Of the 266 follow-up questionnaires that were distributed, 124 were completed and included in the analysis, and 18 were returned as undeliverable. Adjusting for the undeliverable questionnaires, the response rate was 50%. Respondents were generally of the same demographic composition as the total population of 1988 graduates. They reported having entered HCC an average of 4.8 years before graduating, with an average age of 30.8 years at graduation.

Almost all respondents (95%) indicated that they had achieved their most important goal either completely or partly.

Respondents reported that attending HCC contributed to their personal development in areas ranging from self-confidence and educational and career goals to art appreciation and enjoyment of learning.

In their ratings of various aspects of HCC, the overall quality of the college, followed equally by both quality of classroom instruction and math skills improvement courses, received the highest positive responses with 89% and 84% of respondents rating these good or very good, respectively. When asked if they would do it again, 90% indicated that they would definitely or probably attend HCC, and 72% would enroll in the same program.

TRANSFER RESPONDENTS

Sixty-four percent of the respondents who entered HCC with a goal to prepare for transfer had achieved their goal within a year of graduating. The most frequently named transfer institutions were University of Maryland Baltimore County, Towson State University and University of Maryland College Park. At their transfer institution, 88% of the respondents were enrolled in the same or a related field as their program at HCC, and 62% reported a GPA of 3.0 or higher. Eighty-six percent rated HCC's transfer preparation as good or very good, and four-fifths of the transfer respondents reported losing six or fewer credits.

EMPLOYED RESPONDENTS

Ninety-five percent of the respondents reported having achieved their employment goals within a year after graduating from HCC. Forty-eight percent of respondents began their present job after attending HCC, and nearly all (97%) employed respondents were working in the Maryland/Washington, D.C. area, with half of those in Howard County. Over three-fourths were working in the same or a somewhat related field as their HCC program. Gross annual income from full-time employment ranged from under $10,000 to over $45,000, with an overall mean annual income of $20,611.

Seventeen out of 36 employers of 1988 graduates responded to a follow-up survey conducted with the permission of employed graduates. When asked to rate employment preparation in several areas, ALL employer respondents rated HCC graduates as good or very good in ability to learn. Employers also rated highly graduates' ability to solve problems related to their jobs and knowledge of specific technical job skills. No employer rated a graduate as poor or very poor in any area.

All but one employer indicated that they would hire another HCC graduate from the same program, and 13 out of 15 would recommend that other employers do the same. No one said that they would be unlikely to hire or recommend that other employers hire another graduate of the same HCC program.

HOWARD COMMUNITY COLLEGE
FOLLOW-UP OF 1988 GRADUATES

1.0 DEGREES AWARDED AND DEMOGRAPHIC COMPARISONS

A total of 266 graduates earned degrees at Howard Community College during Fiscal Year 1988. The highest degrees earned by these graduates were:

Associate Degrees	218
Certificates	48

Five graduates earned two or more degrees, making the total number of awards 274, broken down as follows:

Associate Degrees	226
Certificates	48

Chart 1 summarizes the graduate awards information.

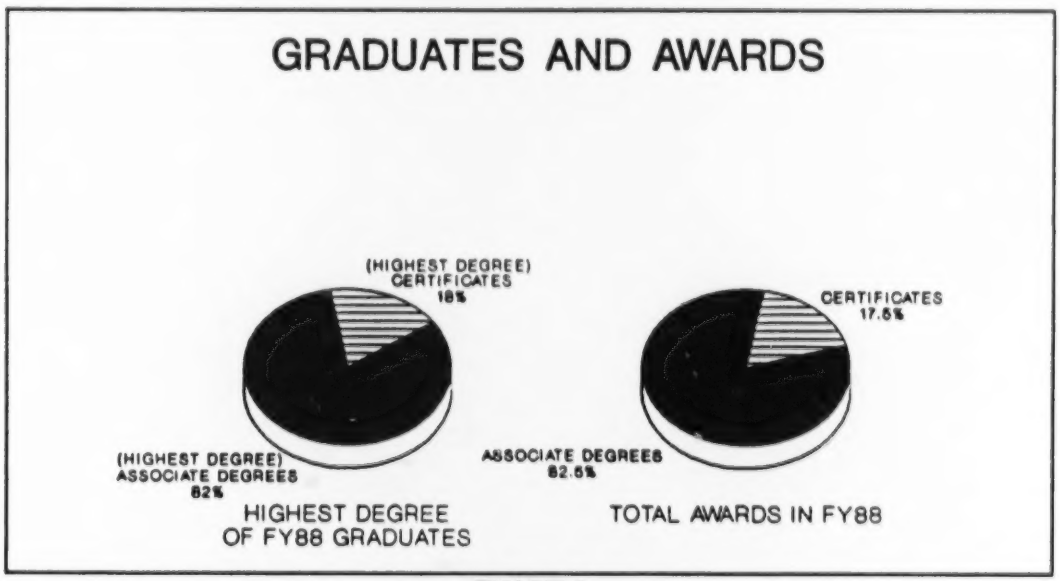

CHART 1

1.1 DEMOGRAPHIC COMPARISONS

The demographic characteristics of the survey respondents were compared to the characteristics of all graduates in order to determine the representativeness of the survey sample. Table 1 presents a profile of all FY88 graduates, while Charts 2, 3 and 4 present comparisons of the gender, age groups and minority/non-minority status of all graduates and survey respondents.

Table 1
1988 HCC GRADUATES: A PROFILE

CHARACTERISTIC	NUMBER (N=262)	PERCENT
GENDER		
Female	161	61.5%
Male	101	38.5%
AGE		
15 - 19	1	.8%
20 - 24	39	31.5%
25 - 29	27	21.8%
30 - 39	34	27.4%
40 - 49	21	16.9%
50 - 59	1	.8%
Over 60	1	.8%
MINORITY/NON-MINORITY STATUS		
White	214	82.9%
Black	30	11.6%
Asian	8	3.1%
Hispanic	1	.4%
Other	5	1.9%
PROGRAM TYPE		
Transfer	116	44.3%
Career	146	55.7%
HIGHEST DEGREE EARNED		
Associate Degree	218	82.0%
Certificate	48	18.0%

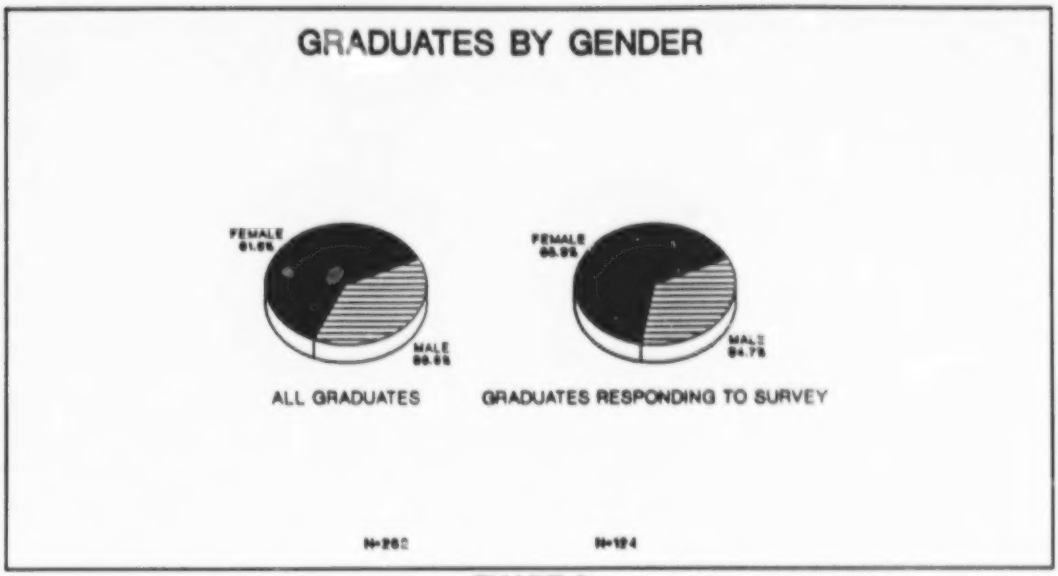

CHART 2

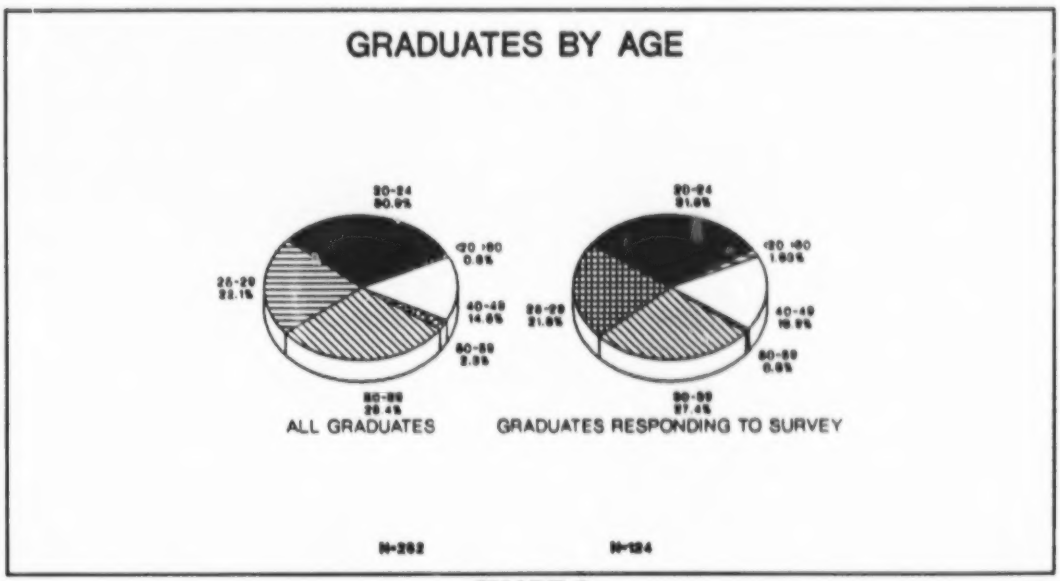

CHART 3

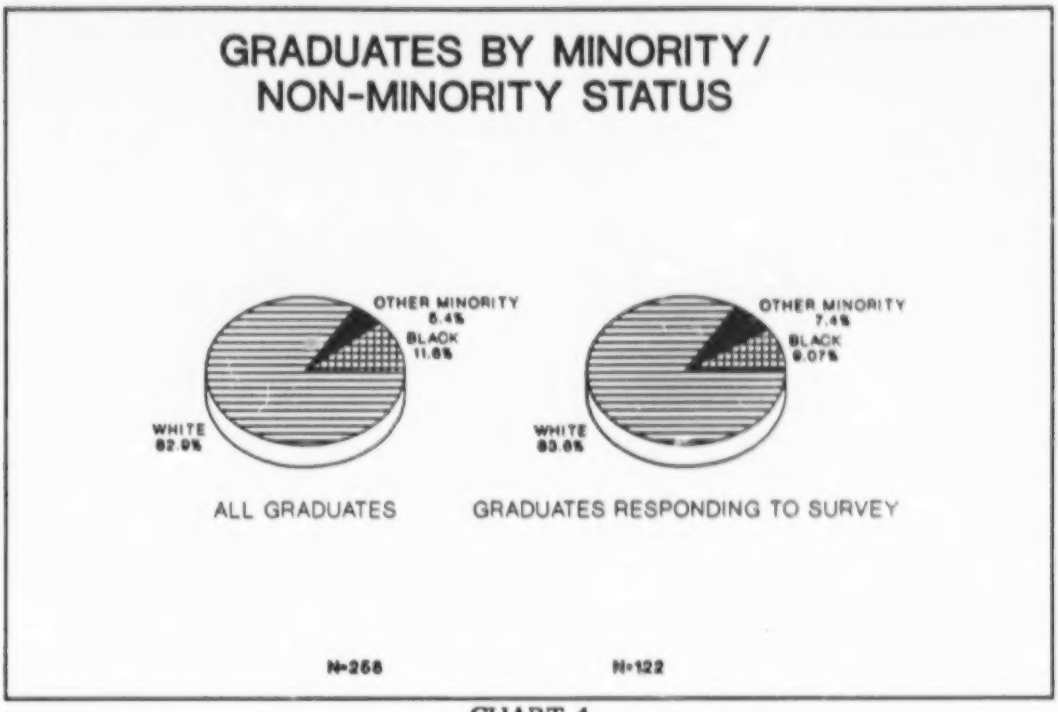

CHART 4

As shown, there were more female than male graduates, 83% were white, and the largest age category was 20-24 years old. Sixty-eight percent of the graduates were of non-traditional age (25 years or older).

The characteristics of the survey respondents were generally similar to the demographic characteristics for all graduates. There was slight under-representation of males and of blacks in the survey sample; however, the demographic match was quite good overall.

1.2 PROGRAM COMPARISONS

All graduates and survey respondents were also compared with respect to program type. Programs of study were classified into two categories:

- Transfer programs which prepare students to transfer to a four-year institution
- Career programs which directly prepare students for employment upon graduation from the community college

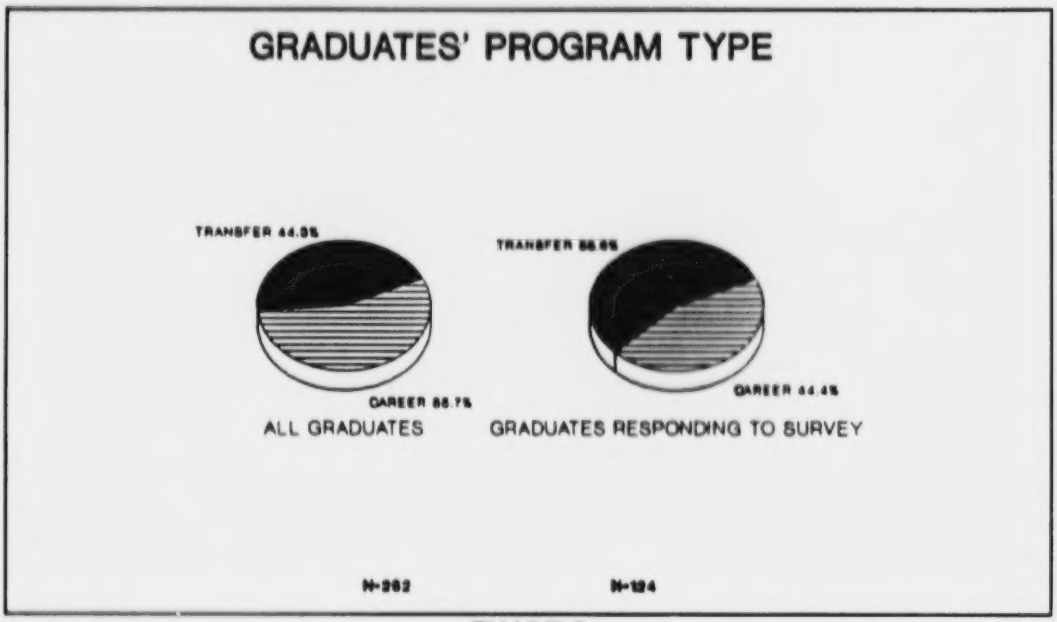

CHART 5

Percentages of all graduates and survey respondents in transfer and career programs were exactly reversed. As shown in Table 1 and Chart 5, 56% of all graduates were in career programs. Chart 5 shows that only 44% of respondents were in career programs. Conversely, 44% of all graduates were in transfer programs, while 56% of respondents were in transfer programs. Thus, graduates of career programs were somewhat under-represented in the survey group, while those of transfer programs were over-represented to some degree.

2.0 ALL GRADUATES

Looking more closely at the academic characteristics of all graduates, beginning with their programs of study, Charts 6 and 7 detail the number of FY88 graduates in transfer and general studies programs and those in career programs, respectively.

Business Administration continued to be the most popular of the transfer and general studies programs. As in 1987, Arts and Sciences and General Studies followed in popularity for 1988 graduates.

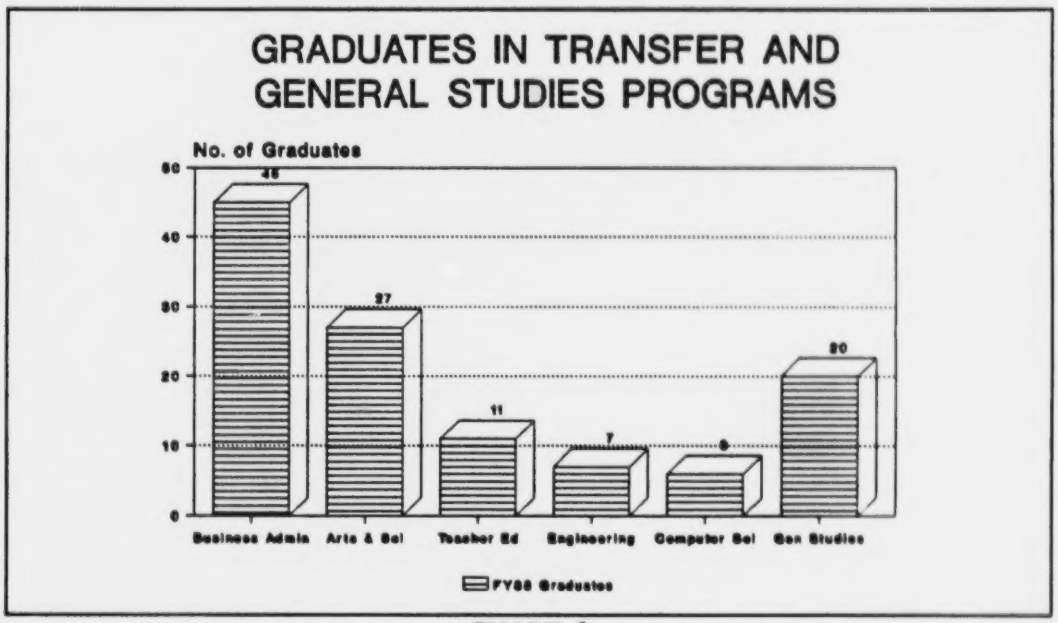

CHART 6

Chart 7 shows that Nursing continued to be by far the most popular career program among HCC graduates. As with 1987 graduates, Electronics Technology and Business Management followed.

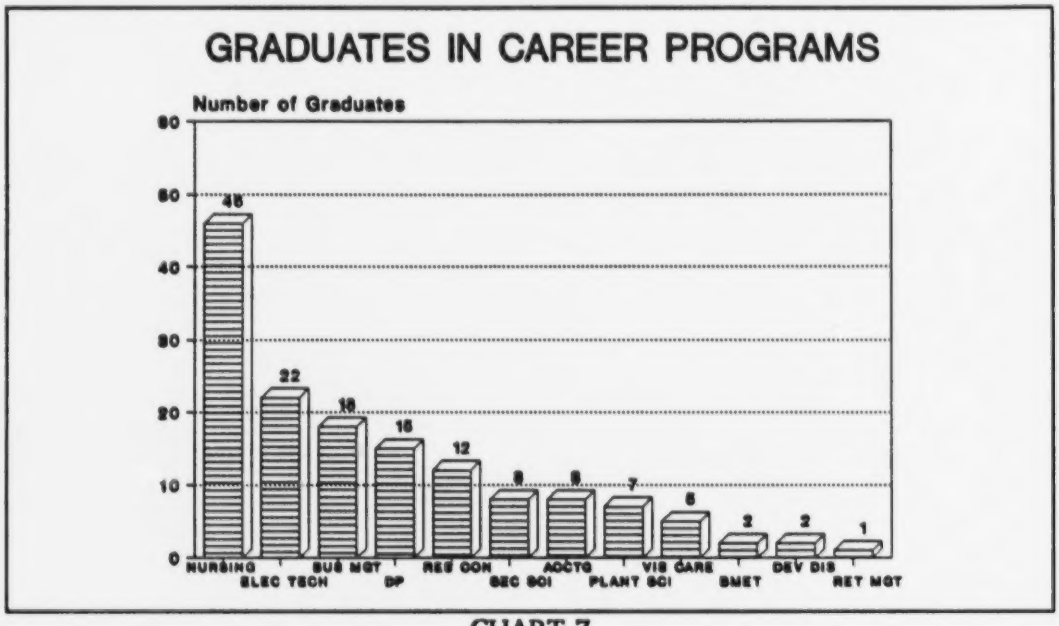

CHART 7

Looking at credits and cumulative grade point averages earned by graduates, Chart 8 shows that almost three-fourths (73%) earned 46 or more credits at HCC, about the same as for 1986 and 1987 graduates. Sixty-five percent of 1988 graduates earned a GPA of 3.0 or higher (Chart 9). These proportions were similar to those for 1986 and 1987 graduates.

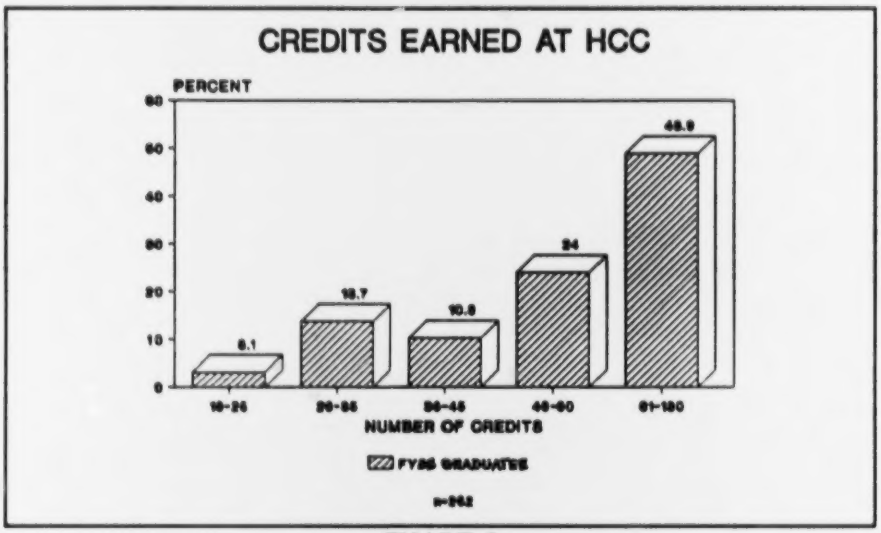

CHART 8

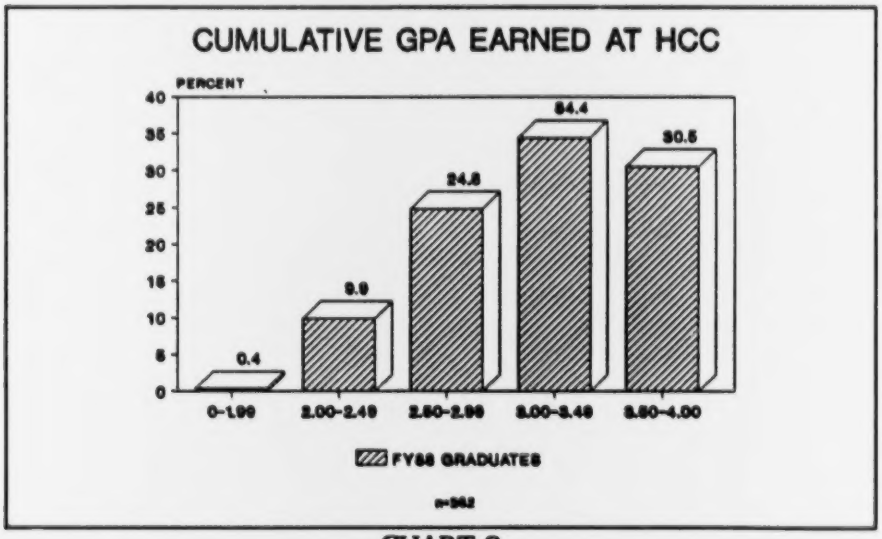

CHART 9

In examining the personal and academic goals upon entering HCC, the majority (61.7%) of graduates rated transfer to a four-year institution as their most important personal goal. Others wanted to explore a new occupational or academic area or prepare for entry into a career. Among academic goals upon entering HCC, equal numbers of graduates (29%) wanted to pursue an AA degree or certificate, while 23% were interested in taking courses without working toward a degree or certificate. Chart 10 details the personal and academic goals of FY88 graduates.

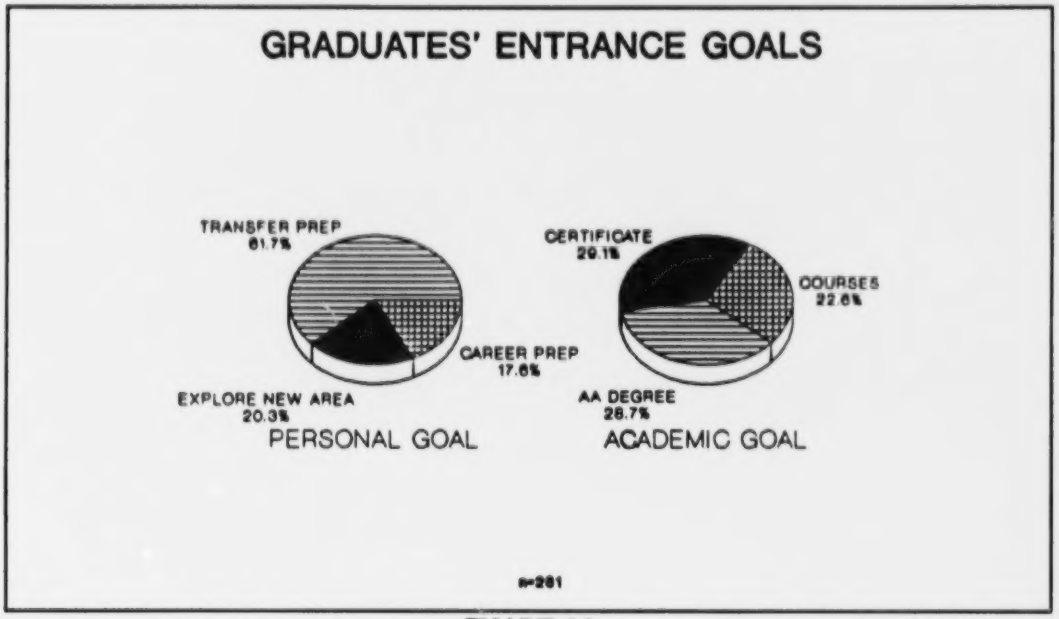

CHART 10

3.0 ALL SURVEY RESPONDENTS

Four-fifths of the responding graduates were employed; 61% of them full time and 20% part time. Of the 47% who reported that they were students, more than half were full time (12 or more credit hours). Table 2 outlines the current work/education status of respondents.

Table 2
CURRENT WORK/EDUCATION STATUS

WORK/EDUCATION STATUS	NUMBER OF RESPONDENTS	PERCENT *
Employed Full Time (35 hours min.)	75	60.5%
Employed Part Time	25	20.2%
Full-time Student (12 credit hours min.)	33	26.6%
Part-time Student	25	20.2%
Full-time Homemaker	12	9.7%
Active Military Service	1	.8%
Unemployed and Seeking Job	4	3.2%
Retired	2	1.6%

* Percentages do not add up to 100% because respondents could choose more than one work/education category.

Seventy-two percent of respondents rated earning an associate of arts degree as the single most important reason for deciding to attend HCC. Other reasons rated as most important in order of respondents' preferences include preparing for transfer to a four-year institution (65%) and obtaining a salary increase and/or job promotion (50%).

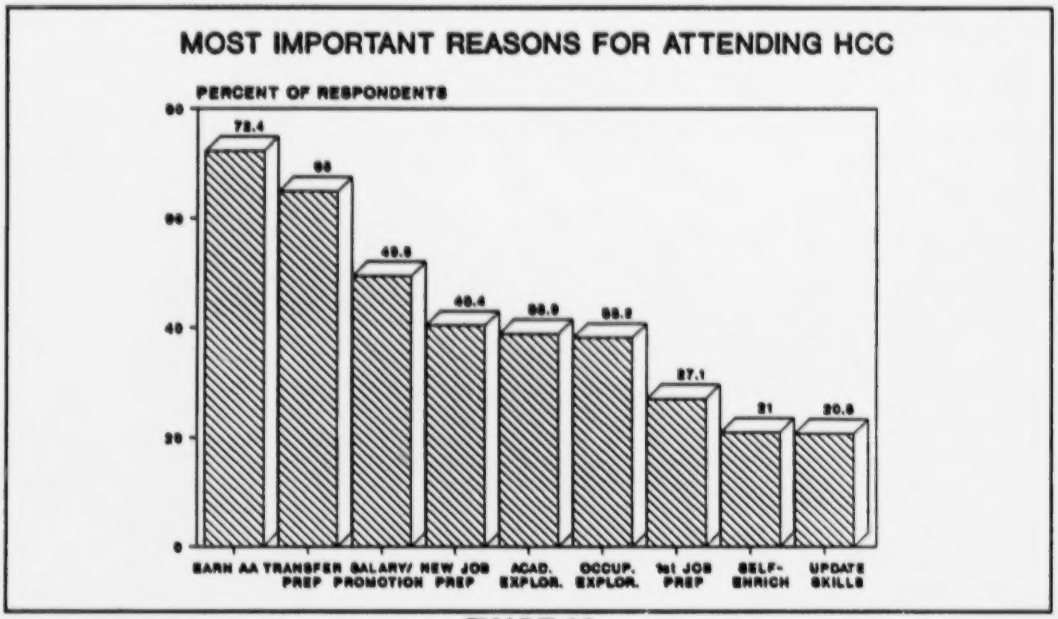

CHART 11

When asked if their most important goal had been achieved by the time they graduated from HCC, 71% of respondents reported that their goals had been achieved completely. Another 23% said that they had partly achieved their goal. Thus, almost all (95%) indicated that they either completely or partly achieved their most important goal. The responses are summarized in Chart 12.

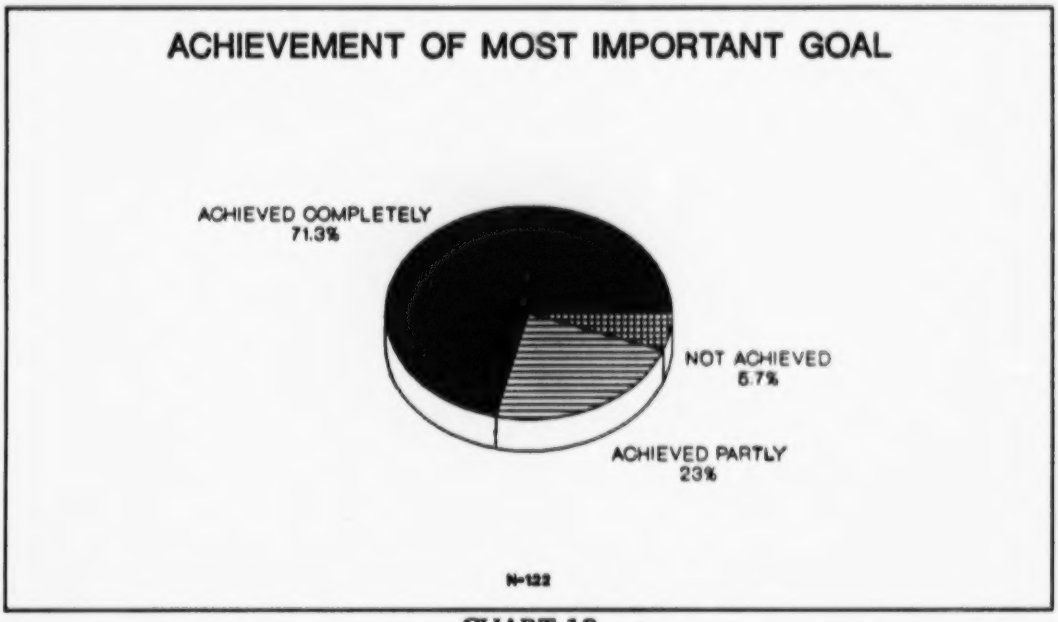

CHART 12

Graduates were asked to rate to what extent attending HCC contributed to their personal development in areas such as reading, writing and math skills improvement, art appreciation, self-confidence and goal clarification, and understanding of science and technology. Respondents reported that, as shown in Chart 13, self-confidence was enhanced a great deal, with a mean rating of 4.0 on a 5-point scale. Clarified educational or career goals (3.8), and improved understanding of science and technology (3.7) along with increased learning enjoyment (3.7) followed in order. Table 3, following, details personal development achieved while at HCC and Chart 13 summarizes mean ratings by respondents of areas of personal development.

Table 3
PERSONAL DEVELOPMENT WHILE AT HCC

AREAS OF PERSONAL DEVELOPMENT	N=	PERCENT* WHO RATED CONTRIBUTION AS: A Great Deal ..... Fair Amount ..... Not At All				
Enhanced Self-confidence	123	33%	46%	12%	6%	4%
Clarified Educational or Career Goals	122	36%	29%	21%	7%	7%
Improved Understanding of Science and Technology	123	33%	24%	25%	10%	7%
Increased Learning Enjoyment	122	34%	26%	25%	7%	7%
Increased Mathematics Ability	122	34%	25%	20%	10%	11%
Improved Writing Skills	122	20%	21%	39%	11%	10%
Improved Reading Comprehension	122	16%	19%	34%	17%	13%
Increased Attentiveness to News and World Events	121	11%	20%	35%	21%	13%
Increased Knowledge of Other Cultures and Periods of History	118	16%	12%	27%	24%	21%
Enhanced Appreciation of Art, Music, or Literature	120	15%	14%	25%	19%	27%

* Percentages may not add up to 100% due to rounding.

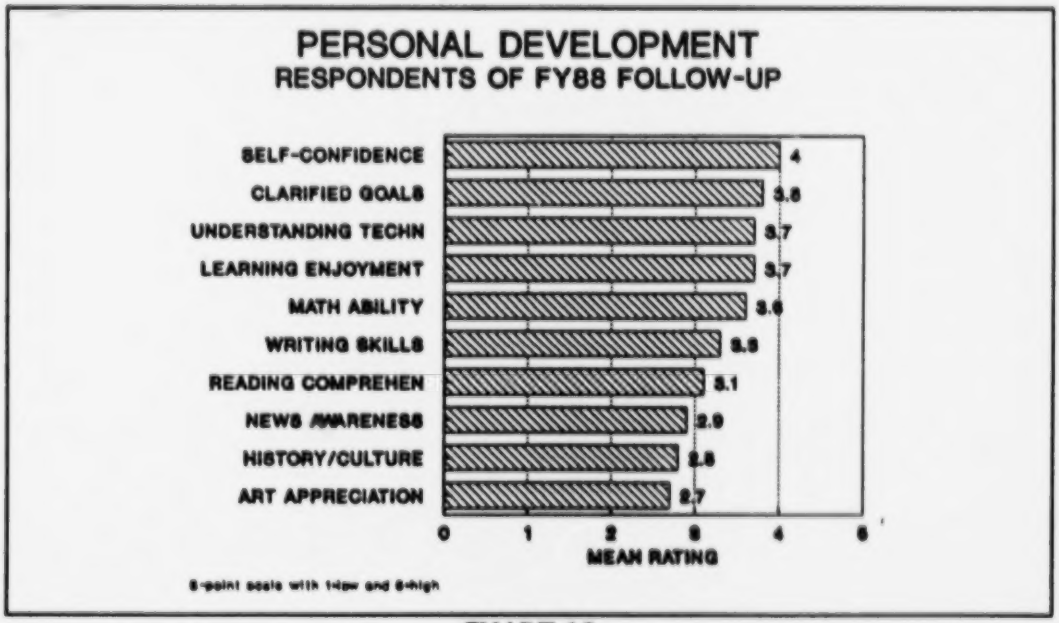

CHART 13

Graduates were asked to rate various aspects of HCC on a 5-point scale ranging from "very good" to "very poor". Overall quality of the college was rated as good or very good by the greatest percentage (89%) of respondents. Following closely were math skills improvement courses (84%), quality of classroom instruction (84%) and faculty availability and helpfulness (80%). Chart 14 details respondents' ratings of college services and programs.

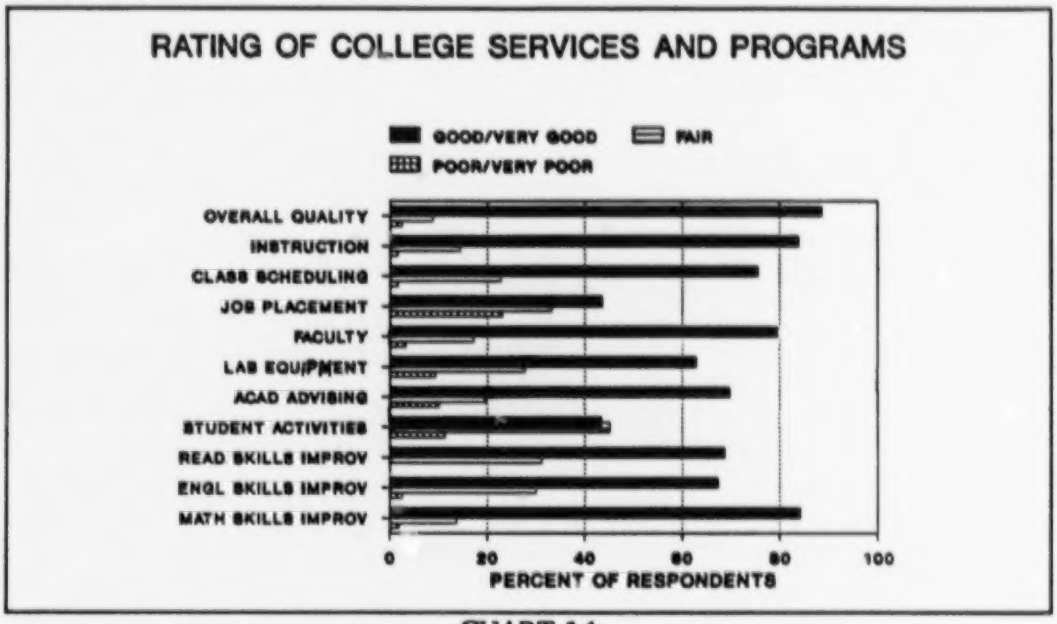

CHART 14

In perhaps the most critical assessment of the college and its programs, graduates were asked if they would attend HCC and enroll in the same program agian. Ninety percent indicated that they definitely or probably would attend HCC again, and 72% said that they would enroll in the same program. Chart 15 details responses as to whether graduates would do it again.

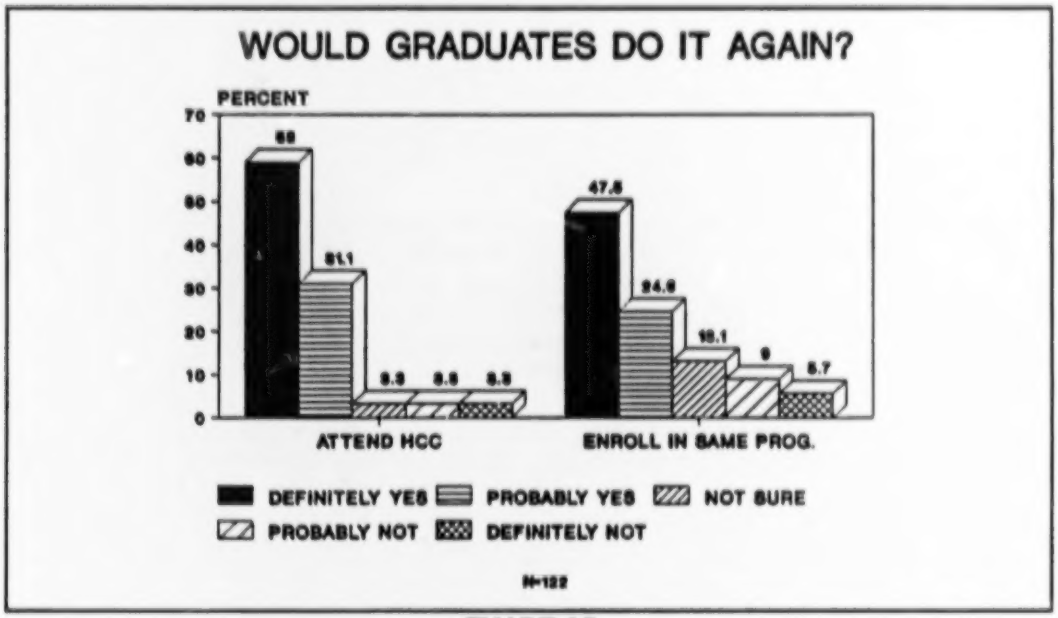

CHART 15

3.1 RESPONDENT COMMENTS

The survey questionnaire included an opportunity for graduates to comment about what they liked best about HCC and what changes could be made to improve services and help students achieve their goal. Respondents' comments to the specific questions are summarized below.

What did you like best about this community college?

Comments to this question were noted by 109 of the respondents. In addition to abundant positive comments about the location, cost and convenience of HCC and its small class sizes, the dedication to student success and friendly concern for students by faculty and staff were commended:

- Everyone was warm, friendly and personal. My instructors cared!
- Instructors were enthusiastic in teaching.
- Faculty was very dedicated to each student's success at the college.
- Faculty and staff members care about students solving problems.
- The personal caring atmosphere
- The personnel -- staff, teachers -- everyone employed there; they were well qualified, polite and always willing to be helpful.
- Teacher's enthusiasm and dedication to students
- Instructors were able to relate to the students effectively.
- Good teacher - student relations
- The helpfulness of all the people I encountered prior to registration; the instructors seemed to be committed to excellence.
- The thing I most liked about HCC's staff was their most sincere willingness to help their students achieve their goals.

What changes could be made to improve services and to help students achieve their goal?

Many comments were program specific, often referring to characteristics of a particular course, while a few related to the need for better parking and improved registration services. Of the 78 comments written in response to this question, 13 expressed the need for better academic and career advising, especially in relation to transferring to another institution:

- More intense advising for transfer - more information about what transfers and what doesn't; better all-around academic advising
- A more personalized advising system
- If a student is planning on transferring to another college, make sure they are aware of the requirements beforehand.

4.0 TRANSFER RESPONDENTS

Of those respondents who had entered HCC with a goal to prepare for transfer, 64% had achieved that goal within the year after graduation (see Chart 16). A total of 63 respondents, over half of all respondents, indicated that they had taken courses at another college since graduating from HCC. As shown in Chart 17, the University of Maryland was the most frequently named transfer institution.

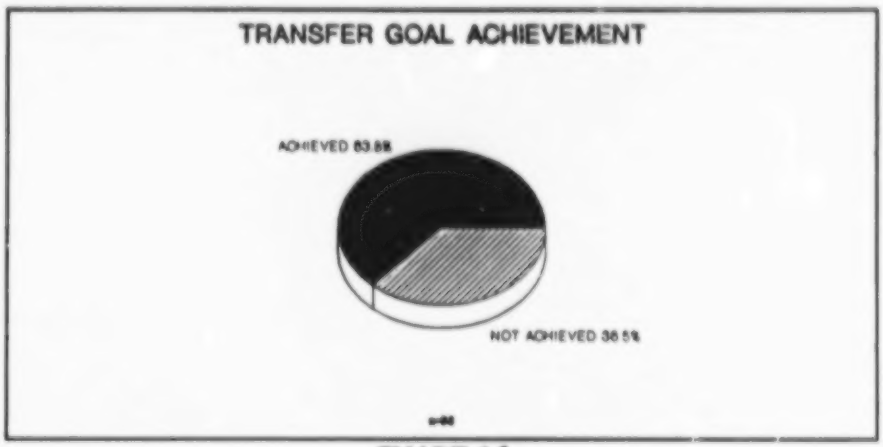

CHART 16

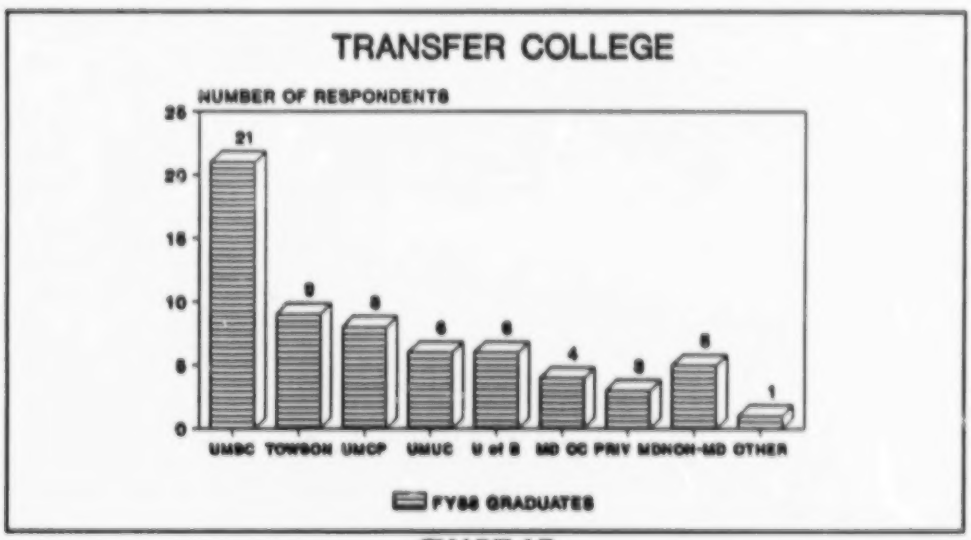

CHART 17

Chart 18 shows the relationship between the respondent's program at HCC and at the transfer college. Over three-fifths (62%) indicated that they were enrolled in the same field, and another fourth (26%) were in a related field. Twelve percent reported being enrolled in a different field.

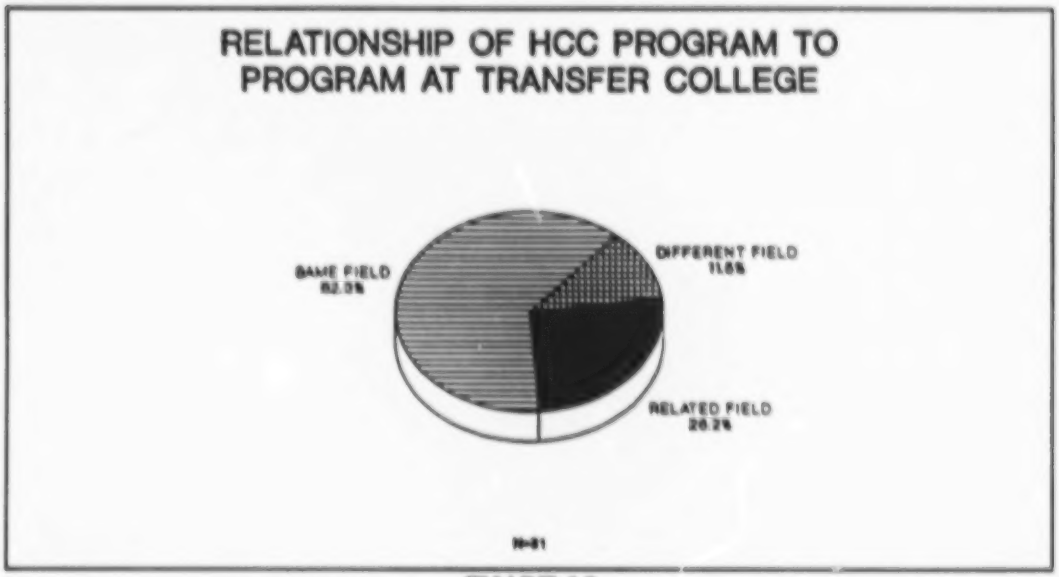

CHART 18

Table 4 depicts the respondent's reported grade point average at the transfer institution. Sixty-two percent had a GPA of 3.0 or higher, with over three-fifths of those being 3.5 or higher (39%).

Table 4
TRANSFER GPA INTERVALS

GPA INTERVAL	NUMBER OF RESPONDENTS	PERCENT
< 2.00	1	1.8%
2.00 - 2.49	7	12.3%
2.50 - 2.99	15	26.3%
3.00 - 3.49	13	22.8%
3.50 - 4.00	21	38.8%

When asked how many credit hours for courses with a grade of "C" or better from HCC were accepted at the transfer institution, over four-fifths of the respondents reported transferring all but six or fewer credits. Although 16% reported not having seven or more credits transferred, a recent study of articulation attributes credit losses for graduates to a change in field of study. Attempting transfer of credits for nonessential courses and the fact that only 60 credits can be accepted from a two-year college were also cited as reasons for credit losses. Chart 19 details the number of credits lost when respondents transferred to another institution.

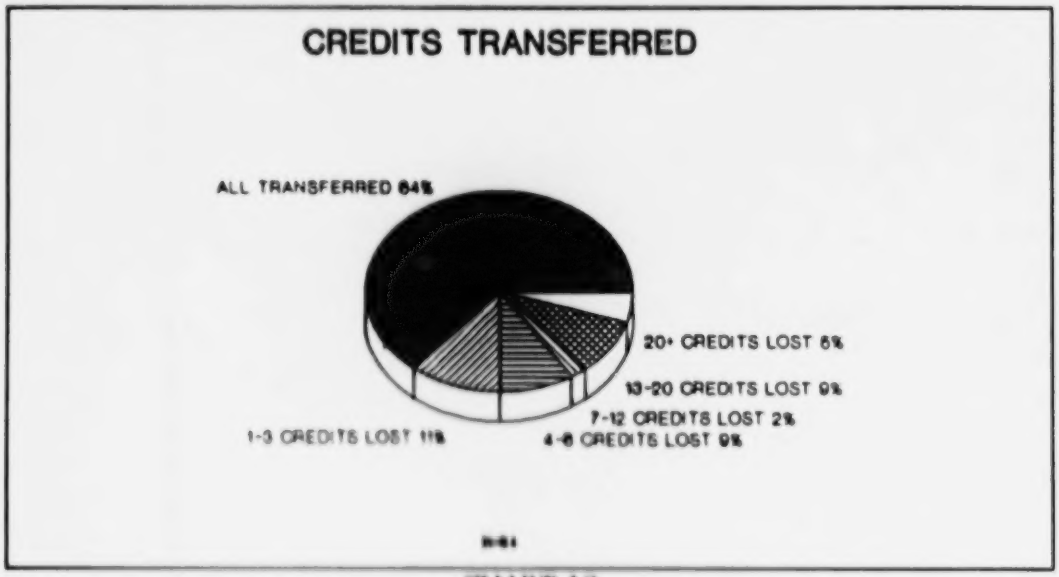

CHART 19

Eighty-six percent of respondents rated HCC's transfer preparation as good or very good. This proportion is considerably higher than for FY86 (81%) and FY87 (81%) graduates, especially when comparing the "very good" ratings: 48% for FY88, and 28% and 29% for FY86 and FY87 graduates, respectively. No one rated HCC's transfer preparation as poor. Chart 20 summarizes FY88 respondents' ratings.

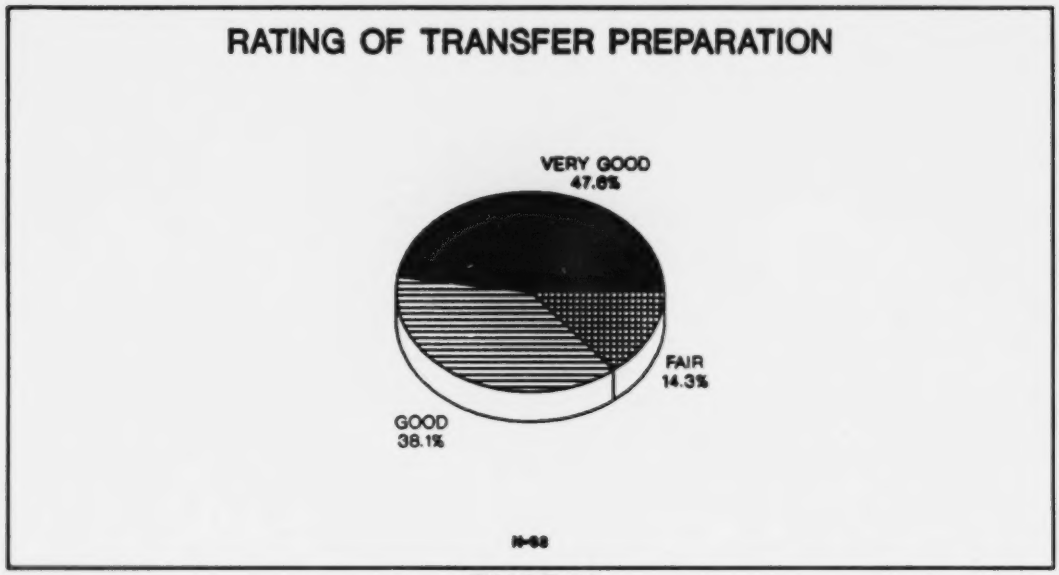

CHART 20

5.0 EMPLOYED RESPONDENTS AND THEIR EMPLOYERS

As indicated earlier in Table 2, 81% of all respondents were employed either full or part time. Among the graduates for whom employment was a goal, 95% had achieved that goal within a year after graduating from HCC (see Chart 21).

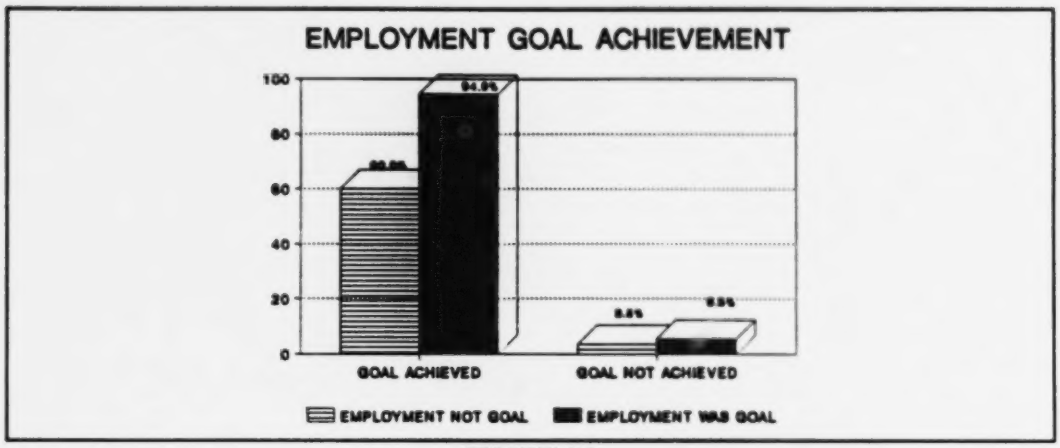

CHART 21

When asked how well HCC prepared graduates for employment, 74% of employed respondents rated their employment preparation as good or very good, while 21% rated preparation as fair. Six percent reported employment preparation as poor or very poor.

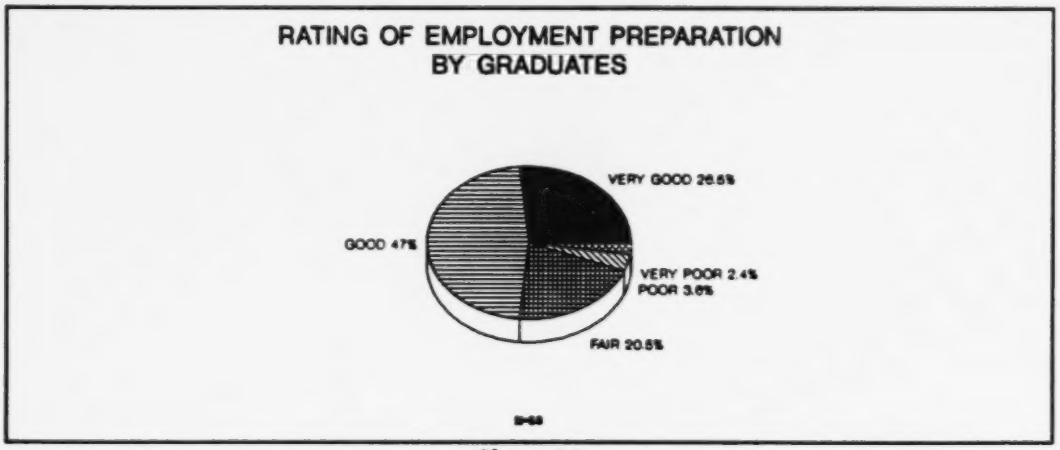

Chart 22

Chart 23 indicates that nearly all (97%) of the employed respondents worked in the Maryland/Washington, D.C. area, with over half being employed in Howard County.

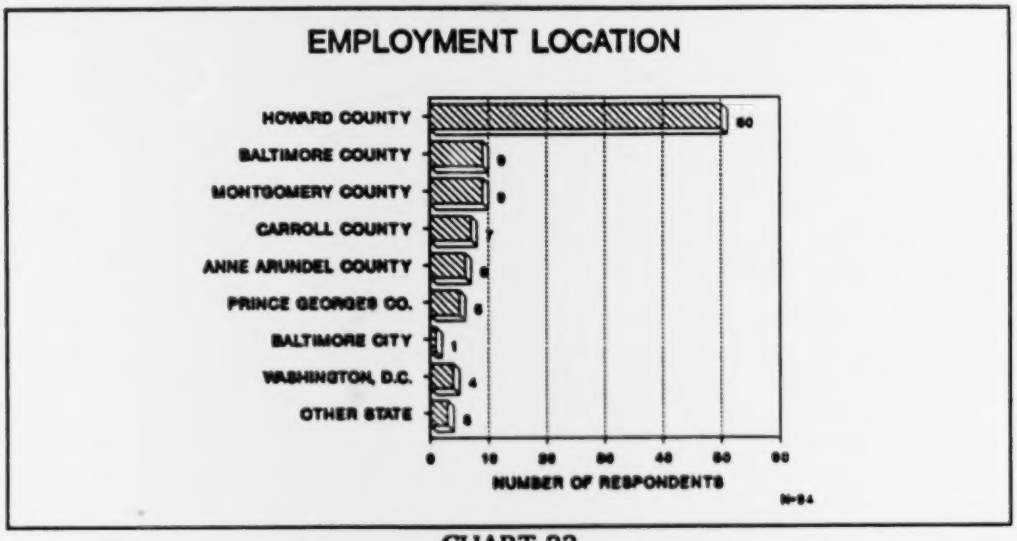

CHART 23

Forty-eight percent of the respondents began their present job after attending HCC (see Chart 24).

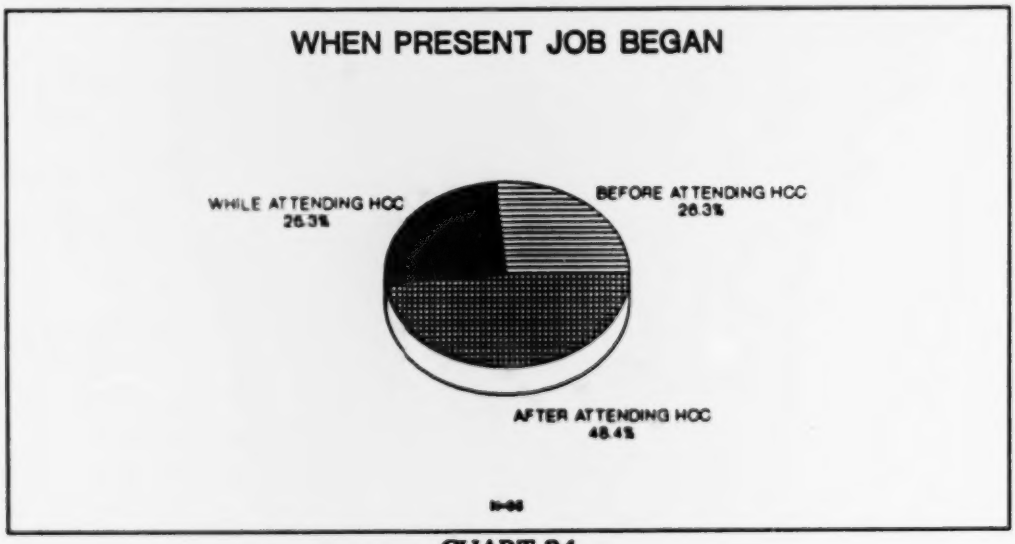

CHART 24

Over three-fourths of the respondents were working in the same or a somewhat related field as their HCC program. Nearly one-fourth were employed in a field that differed from their HCC program.

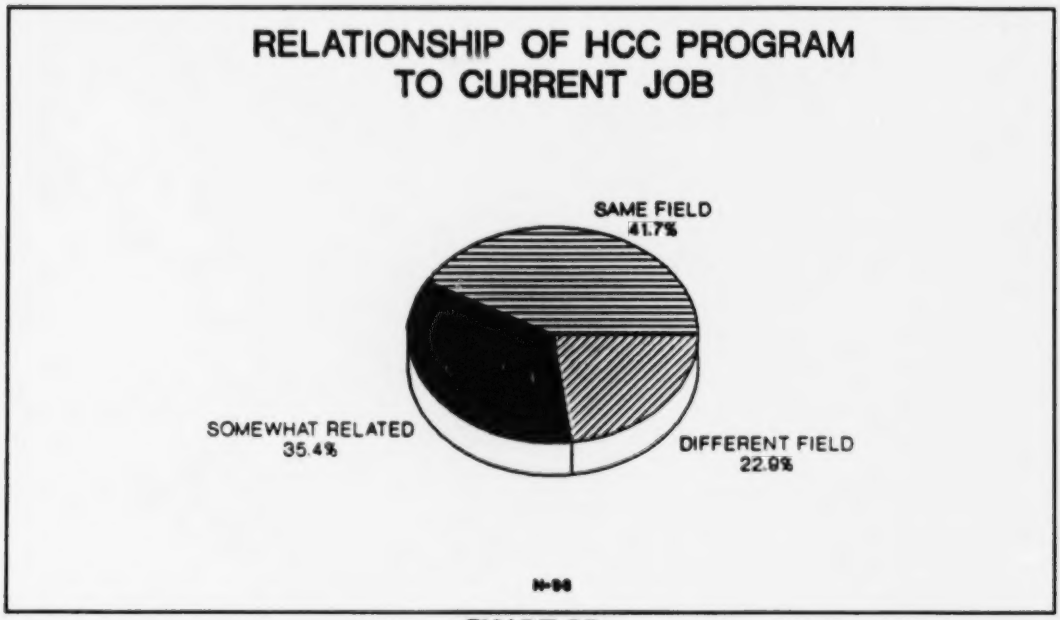

CHART 25

In turning to graduates' gross annual income from full-time employment, Chart 26, following, displays reported salaries in incremental ranges of five thousand dollars. Gross annual income from full-time employment ranged from under $10,000 to over $45,000, with an overall mean annual income of $20,611. To more closely examine the relationship between annual income and program area, Table 5 details the mean annual income of respondents by program area.

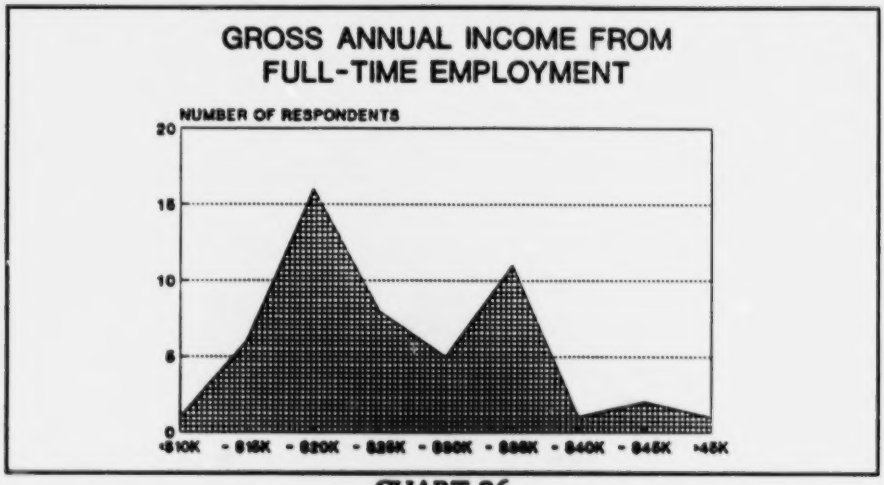

CHART 26

Table 5
MEAN ANNUAL INCOME BY PROGRAM AREA

PROGRAM AREA	MEAN ANNUAL INCOME FROM FULL-TIME EMPLOYMENT	NUMBER OF RESPONDENTS WHO GRADUATED IN AREA
Theatre	$40,000	1
Business Management	$30,325	4
Accounting	$30,000	1
Nursing	$27,691	10
Information Systems Mgt	$26,250	3
Electronics Technology	$25,600	5
Engineering	$24,000	3
Business Administration	$21,300	5
Data Processing	$18,946	4
Computer Science	$17,933	3
Life Sciences	$17,240	2
Secretarial Science	$16,750	2
Liberal Arts	$16,320	2
Vision Care	$15,453	3
General Studies	$13,700	1
Secondary Education	$12,560	1

5.1 EMPLOYER RATINGS

Graduates were asked if their current employer might be contacted to ask how well HCC prepared students for their jobs.

Responses from 17 employers included perceptions of the match between education and job requirements (Chart 27) and evaluation of employment preparation in several areas. Chart 28 specifies these areas and employers' ratings of graduates in each area. All employer respondents rated HCC graduates as good or very good in ability to learn. The ability to solve problems related to the job and knowledge of specific technical job skills followed in order. No employer rated an HCC graduate as poor or very poor in any area.

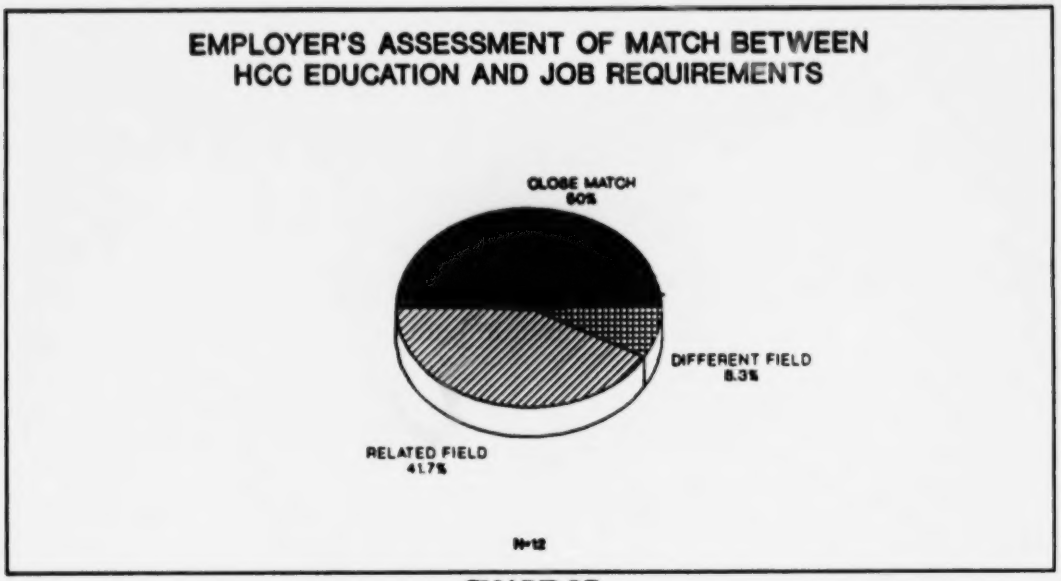

CHART 27

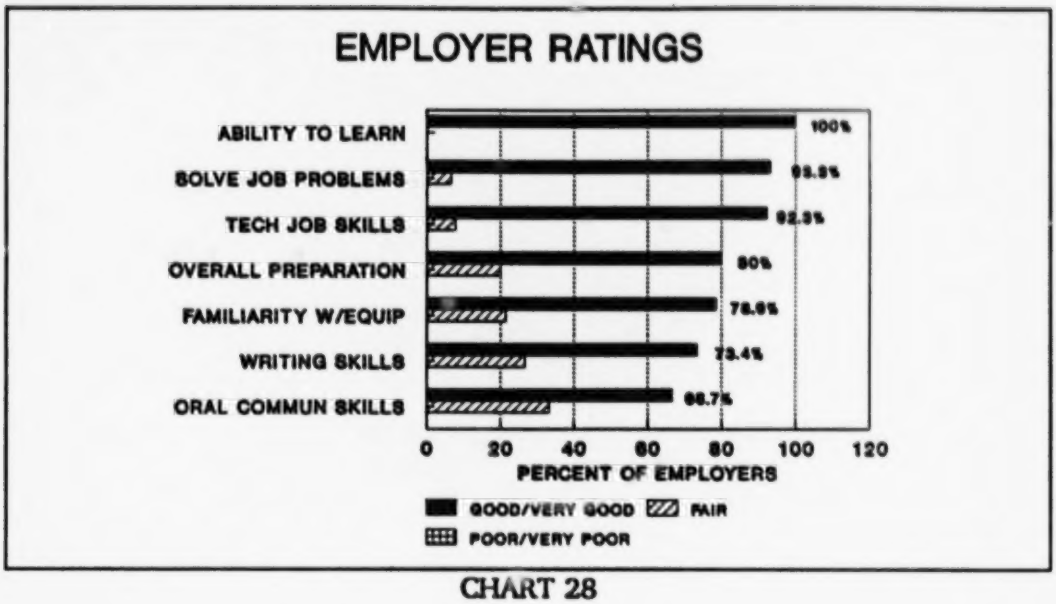

CHART 28

When asked how likely they would be to hire another graduate from the same program, 11 out of 12 who answered the question indicated that they would be likely or highly likely to do so. Thirteen out of 15 respondents would recommend that other employers hire a graduate of the same program. No one said that they would be unlikely to hire or recommend that other employers hire another graduate of the same program.

HOWARD COMMUNITY COLLEGE
LIST OF MOST RECENT RESEARCH PUBLICATIONS

Livieratos, Barbara B., STUDY ON SATURDAY? "YES!" SAY WEEKEND COLLEGE STUDENTS. Report Number 65. Howard Community College, May 1990.

Livieratos, Barbara B., STUDENT SUCCESS AND RETENTION. Report Number 64. Howard Community College, April 1990.

Frank, Jean M., Livieratos, Barbara B., Novak, Virginia E., Radcliffe, Susan K., INDICATORS FOR INSTITUTIONAL EFFECTIVENESS 1990-1991, Report Number 63. Howard Community College, March 1990.

Livieratos, Barbara B., DISTANCE LEARNERS: HCC'S TELECOURSE STUDENTS. Report No. 62. Howard Community College, October 1989. ED 311 980.*

Seboda, Barbara L., FOLLOW-UP OF 1987 GRADUATES. Report No. 61. Howard Community College, September 1989. ED 310 834.*

Seboda, Barbara L., FOLLOW-UP OF 1984 ENTRANTS. Report No. 60. Howard Community College, May 1989. ED 309 794.*

Livieratos, Barbara B., OUTREACH AND INFORMATION: SURVEY RESULTS. Report No. 58. Howard Community College, May 1989. ED 314 130.*

Livieratos, Barbara B., SURVEY SHEDS LIGHT ON CONTINUING EDUCATION ENROLLEES. Report No. 59. Howard Community College, April 1989. ED 314 131.*

Monroe, Charlotte A., HOWARD COMMUNITY COLLEGE 1989-1990 INSTITUTIONAL INDICATORS FOR PROPOSED OPERATING BUDGET. Report No. 57. Howard Community College, March 1989. ED 305 954.*

Livieratos, Barbara B., REPORT ON THE RESULTS OF THE 1988 SURVEY OF FORMER BIOMEDICAL ENGINEERING TECHNOLOGY STUDENTS. Report No. 56. Howard Community College, January 1989. ED 303 221.*

Novak, Virginia E. and Radcliffe, Susan K., ENROLLMENT PROJECTIONS REPORT. Report No. 55, December 1988. ED 303 220.*

Livieratos, Barbara B., REPORT ON THE RESULTS OF THE 1988 SURVEY OF TELECOURSE STUDENTS. Report No. 54. Howard Community College, August 1988. ED 301 303.*

Livieratos, Barbara B., THE SURVEY OF EMPLOYERS OF 1986 HOWARD COMMUNITY COLLEGE GRADUATES: A REPORT OF THE FINDINGS. Report No. 53. Howard Community College, July 1988. ED 297 809.*

Novak, Virginia E. FOLLOW-UP OF 1986 GRADUATES. Report No. 52. Howard Community College, May 1988. ED 296 752.*

Monroe, Charlotte A., Novak, Virginia E., and Radcliffe, Susan K. HOWARD COMMUNITY COLLEGE 1988-1989 INSTITUTIONAL INDICATORS FOR PROPOSED OPERATING BUDGET. Report No. 51. Howard Community College, April 1988. ED 292 525.*

*An ERIC Publication Number indicates that the report was published by Educational Resources Information Center and is listed in the Resources in Education Index.

APPENDIX A:

GRADUATE SURVEY QUESTIONNAIRE
EMPLOYER SURVEY QUESTIONNAIRE

GRADUATE FOLLOW-UP SURVEY
MARYLAND COMMUNITY COLLEGES

The purpose of this questionnaire is to help your community college and the State Board for Community Colleges assess and improve programs. Please complete the survey and return it in the stamped envelope provided. Additional comments are welcome. All answers will be strictly confidential. Thank you for your assistance in helping us evaluate our programs and services.

o o *(Please make corrections if necessary)*

_____
Name

_____
Address

o o _____

A. What is your current work/education status? (Check all that apply.)

[ ] 1. Employed full-time (35 or more hours per week)
[ ] 2. Employed part-time
[ ] 3. Full-time student (12 or more credit hours)
[ ] 4. Part-time student
[ ] 5. Active military service
[ ] 6. Full-time homemaker
[ ] 7. Unemployed and seeking a job
[ ] 8. Retired

B. Below are a number of reasons for attending a community college. Please rate how important each was to you. For each item, circle the number that most clearly reflects your opinion.

	Reason		
	Very Important	Somewhat Important	Not Important
1. Prepare for entry into first career	1	2	3
2. Prepare for entry into different career	1	2	3
3. Update skills for current job	1	2	3
4. Prepare for transfer to four-year institution	1	2	3
5. Self-enrichment/courses of interest only	1	2	3
6. Explore new occupational area	1	2	3
7. Explore new academic area	1	2	3
8. Obtain salary increase and/or job promotion	1	2	3
9. Earn an associate in arts degree	1	2	3
10. Other (specify) _____	1	2	3

_____

C. Please give the number (from Question B) of the single most important reason for deciding to attend this community college. ____

D. Was your most important goal (indicated in Question C) achieved by the time you graduated from this community college?

[ ] 1. Achieved completely [ ] 2. Achieved partly [ ] 3. Not achieved

E. Did your attendance at this community college contribute to your personal development in the following areas? (For each item, circle the number that most closely reflects your experience.) My experience at this community college:

	A Great Deal		A Fair Amount		Not At All
1. Improved my writing skills	1	2	3	4	5
2. Enhanced my appreciation of art, music, or literature	1	2	3	4	5
3. Increased my ability to use mathematics	1	2	3	4	5
4. Improved my understanding of science and technology	1	2	3	4	5
5. Increased my attentiveness to news and world events	1	2	3	4	5
6. Clarified my educational or career goals	1	2	3	4	5
7. Enhanced my self-confidence	1	2	3	4	5
8. Improved my reading comprehension	1	2	3	4	5
9. Increased my knowledge of other cultures and periods of history	1	2	3	4	5
10. Increased my enjoyment of learning	1	2	3	4	5

F. During the semester(s) you attended this community college, did you:

	Yes	No
1. Work full-time (35 or more hours per week)?	[ ]	[ ]
2. Work part-time?	[ ]	[ ]
3. Take a math skills improvement course?	[ ]	[ ]
4. Take an English skills improvement course?	[ ]	[ ]
5. Take a reading skills improvement course?	[ ]	[ ]
6. Use the job placement services?	[ ]	[ ]
7. Participate in student activities?	[ ]	[ ]
8. Attend primarily as a full-time student?	[ ]	[ ]

G. Please rate each of the following aspects of this community college. (Circle the answer that most closely reflects your opinion.)

	Very Good	Good	Fair	Poor	Very Poor	No Opinion
1. Quality of classroom instruction	1	2	3	4	5	0
2. Class scheduling	1	2	3	4	5	0
3. Job placement services	1	2	3	4	5	0
4. Faculty availability/helpfulness	1	2	3	4	5	0
5. Quality of laboratory equipment	1	2	3	4	5	0
6. Overall quality of college	1	2	3	4	5	0
7. Academic advising	1	2	3	4	5	0
8. Student activities	1	2	3	4	5	0
9. Reading skills improvement courses	1	2	3	4	5	0
10. English skills improvement courses	1	2	3	4	5	0
11. Math skills improvement courses	1	2	3	4	5	0

H. Have you taken courses at another college/university since attending this community college? (Check one)

[ ] 1. Yes, full-time (12 or more credit hours per term)
[ ] 2. Yes, part-time and seeking a degree
[ ] 3. Yes, part-time but not seeking a degree
[ ] 4. No, I have not taken courses at another college/university

IF YOU HAVE NOT TAKEN COURSES AT ANOTHER COLLEGE, GO TO QUESTION R.
IF YOU HAVE TAKEN COURSES AT ANOTHER COLLEGE, PLEASE CONTINUE.

I. What is the name of the college or university you have most recently attended?

_____ at _____
College/University Location/Campus

J. Do you intend to earn a degree at the above named institution?

[ ] 1. Yes [ ] 2. No [ ] 3. Not sure

K. What is your curriculum, program, or major at your current college/university?

_____

L. Is your transfer program in the same academic field as the program from which you graduated at this community college? Academic program is in:

[ ] 1. Same academic field
[ ] 2. Somewhat related academic field
[ ] 3. Different academic field

M. How many credit hours have you completed at your transfer college/university?

_____ credit hours completed

N. What is your overall grade point average (GPA) for credits earned at the college/university you are now attending (based on a 4-point scale)? ___.___ ___ GPA

O. How well did the community college prepare you for transfer? Preparation was:

[ ] 1. Very good [ ] 2. Good [ ] 3. Fair [ ] 4. Poor [ ] 5. Very poor

P. How many credit hours for courses with a "C" or better from this community college were not accepted at your transfer college/university?

_____ credit hours not accepted

Q. Please specify the community college course(s) that did not transfer.

_____ _____ _____

IF YOU ARE NOT CURRENTLY EMPLOYED, GO TO QUESTION Y.
IF YOU ARE CURRENTLY EMPLOYED, PLEASE CONTINUE.

R. What is your current job title? _____

S. Where is your job located? _____
City County State

T. When did you begin your present job?

[ ] 1. Before attending this community college
[ ] 2. While attending this community college
[ ] 3. After graduating from this community college

U. If you are employed full-time, what is your current gross annual salary (before overtime, deductions, and taxes)? All responses are confidential. $_____

V. How well did your community college prepare you for employment? Preparation was:

[ ] 1. Very good [ ] 2. Good [ ] 3. Fair [ ] 4. Poor [ ] 5. Very poor

W. Is your job related to your community college program? Job is in:

[ ] 1. Same field [ ] 2. Somewhat related field [ ] 3. Different field

X. For some programs we would like to contact employers to ask how well they think the community college prepared students for their job. May we contact your supervisor for this purpose?

[ ] 1. Yes [ ] 2. No

Company/Employer's name: _____

_____

Street City State Zip

Supervisor's name and title: _____

_____

Y. If you had to do it over again, would you attend this community college?

[ ] 1. Definitely yes [ ] 2. Probably yes [ ] 3. Not sure [ ] 4. Probably not [ ] 5. Definitely not

Z. If you had to do it over again, would you enroll in the same program?

[ ] 1. Definitely yes [ ] 2. Probably yes [ ] 3. Not sure [ ] 4. Probably not [ ] 5. Definitely not

What did you like best about this community college? _____

_____

_____

_____

What changes could be made to your community college program to improve its services and to help students achieve their goals?

_____

_____

_____

_____

_____

Thank you for completing this questionnaire.
Please return it in the enclosed prepaid envelope.

EMPLOYER QUESTIONNAIRE
MARYLAND COMMUNITY COLLEGES

The purpose of this survey is to help improve community college instructional programs. Survey data are used by the colleges and the State Board for Community Colleges to strengthen these programs. We need you, an employer of one of our recent graduates, to tell us how well the graduate is performing on the job and to evaluate how well this graduate was prepared by the community college for your job. This graduate has given the community college permission to contact you and to ask your assistance in this evaluation. All responses will be confidential.

o o

Name of Graduate

Graduate's Job Title

Program of Study at Community College

o o

A. Community college graduates enter a variety of careers. Based upon your knowledge, is the employee's community college program related to the employee's current job?

1 - Yes, education closely matched job requirements

2 - In somewhat related field; education covered most job requirements

3 - No, in different field; education did not cover most entry job requirements

4 - I don't know

B. In the areas listed below, please rate the preparation of this graduate as compared to other entering employees. Circle the number that most clearly reflects your opinion.

		Very Good	Good	Fair	Poor	Very Poor	Not Applicable
1.	Knowledge of specific technical job skills	1	2	3	4	5	0
2.	Familiarity with equipment required by job	1	2	3	4	5	0
3.	Ability to learn on the job	1	2	3	4	5	0
4.	Writing skills	1	2	3	4	5	0
5.	Oral communication skills	1	2	3	4	5	0
6.	Ability to solve problems related to job	1	2	3	4	5	0
7.	Overall preparation for employment	1	2	3	4	5	0

C. Was the graduate's specific program of study an important factor in your employment decision?

1 - Very important
2 - Important
3 - Of some importance
4 - Of little importance

D. In the appropriate circumstances, how likely would you be to hire another graduate from this particular program?

1 - Highly likely
2 - Likely
3 - Perhaps
4 - Unlikely

Comments: _____

_____

E. For a similar job opening, would you recommend that other employers hire a graduate of this program?

1 - Strongly recommend
2 - Recommend
3 - Neutral
4 - Unlikely to recommend

F. Please specify any additional skills or areas of knowledge that you feel a community college graduate should have in order to qualify for your jobs.

_____

_____

_____

G. Please describe how this community college can better help you with the training of future employees. _____

_____

_____

Supervisor completing this survey:

Name: _____

Title: _____

Company/Organization: _____

City/State/Zip Code: _____

THANK YOU!

ERIC Clearinghouse for
Junior Colleges

SEP 07 1990

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